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## EDITORIAL NOTES

One of the most significant educational movements of the times is taking place in the colleges and universities throughout the country. Within the past three years there have been established departments of education in a number of colleges, in which previously only a few lectures on the history and principles of education were delivered each year by professors of philosophy or language or mathematics. In one well-known eastern college the pedagogical lectures, about a half-dozen in all each year, were in an older day delivered by the president, who always closed the "course" with the observation that "It really wasn't worth while to spend any more time on the subject, for no one knew much about it, and it didn't make a great deal of difference anyway." It was always plainly apparent that he had expressed himself in good faith, for he could completely exhaust his knowledge of the principles of education in considerably less than six lectures; and the sort of pedagogy he taught did not in truth matter much to anyone. In those days education was treated in most of the colleges in this fragmentary manner, by specialists in other and often remote fields; and this gave it a bad reputation.

But the day of that sort of thing is gone for good in nearly if not quite every college and university in this country, and an altogether different attitude is being assumed toward the history, the science, and the art of education. The ambition of many colleges now is to outstrip their rivals in equipping departments or schools or colleges of education. Elaborate announcements are got out showing swollen faculties in education, until it begins to seem that at last the teacher has come into his own. A perusal of these bulletins, some of them from the smallest colleges, leads one to enquire how it has happened that in so brief a space so much has been discovered respecting the science and art of education that it requires so many specialists to teach it. But upon closer examination the secret is revealed; the faculty list, and the

catalogue of courses for teachers, are heavily padded. In one announcement that came to my table today, in which appears a list of a dozen professors and instructors in education, there are not more than two at the most who know anything about education in the sense in which we are here employing the term, and who are competent to offer courses specially designed for teachers. The rest on the list have been added for advertising purposes largely; and this college is not specially peculiar in this respect. Some of the great universities pad out their educational announcements, persumably to impress candidates for teaching. The teacher's courses which are announced are often only regular courses open to all students, whether interested in teaching or not.

One aspect of the situation which has interested the writer greatly is the speed with which the colleges have come to their senses in respect to this matter. Indeed, they have awakened so suddenly that the teachers' colleges have been utterly unable to provide for their needs. They have sent in hurry-up calls for professors of education in such numbers that the supply was exhausted long before the orders were filled. So we have the interesting spectacle now of universities with large plans for colleges of education, but with only an instructor or two to fill a dozen positions as described in the announcements. There is really a famine in professors of education, which can be laid partly at the doors of the normal school, for it has and does in many cases make more attractive offers to good men than do the colleges and universities. The normal schools are in earnest in their desire to secure the strongest men for their departments of education; but some of the colleges and universities are doing only what they are compelled to by force of public opinion, and the action of their competitors. Outwardly they are hurraing for education, but inwardly they are skimping just as much as they can, and taking every advantage they dare of the men in education. Many good men in the normal schools know this, and they cannot be dislodged from their present positions; and as a consequence the colleges and universities cannot live up to their prospectuses. If they would play fair, and make their internal

adjustments agree with their public pretensions, there is no sufficient reason why they should not draw to themselves some strong men who now remain outside.

But taking things as a whole, we who are interested in the development of education on a sane and scientific basis have good cause to be optimistic over the prospects. There is one tendency that must be vigorously combated, however, not only by professors of education, but more particularly by practical school men. This is the tendency to make college and university departments and schools of education merely propaedeutic and propagandic in their functions. Look over the catalogues of fifty of the leading schools and departments of education; in how many of them will you find any reference to research in education? Read the descriptions of the courses offered, and you will find very few that are not given over wholly to exposition of what is supposed to be known regarding the history, theory, and art of education. In most of the other departments of the universities, all of them older and better developed than this one, there is provision for original investigation; professors are expected to make contributions to the development of their subjects. But in education the instructors are loaded down with "practical" work, so that they have neither time nor energy to undertake original work. In some places the authorities do not understand how a man in education can earn his salary unless he is constantly teaching or visiting schools or attending conventions. There is still a good deal of "Hurrah! boys" about education in the colleges.

What we need to do is to see to it that departments of education are first of all investigating institutions. Education has not yet reached such a stage of development that we can devote ourselves entirely or even mainly to expounding its principles. If the deans of all these new schools of education will forgive me for taking the liberty of advising them, I would like to urge that they resist the popular demand to make every man in their departments an educational evangelist. Let them in one way or another so adjust matters that every man who has the taste and the ability will be an investigator in his special field. He will be

a better teacher for it; but more important than this, he will assist in developing a real science of education in the broad sense of the term. And practical school men should not get impatient because men in education cannot solve all their problems in a hurry. You cannot do scientific work on the jump; and unless school men are willing to wait as other people do for the results of careful investigation, we shall develop in education much more slowly than is the case in other sciences.

M. V. O'SHEA